Museums & Schools Lesson Plan

Workshop Title: Isle of Wight Anglo-Saxons Digital Explorer Quiz	**Venue:** In school.	**Key Stage:** KS3 **Class Size: N/a**
Length of Session: 60 mins	**Support Staff Required:** N/a	**Arrival Details / Risk Assessment:** N/a

Curriculum Links

History	• Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance • Understand how different types of historical sources are used rigorously to make historical claims • Use them to create their own structured accounts, including written narratives and analyses • An in-depth study of an aspect or theme of British history before 1066 concerned with migration, political power and changing landscapes • Consolidates and extends pupils' chronological knowledge from before 1066

Pre-Session

Prior Learning Required	No prior learning is necessary
Resources Required	• Before 1066 Chronology • Isle of Wight Before 1066 Introductory Film • Isle of Wight Before 1066 Digital Explorer (interactive map) • Isle of Wight Anglo-Saxons Digital Explorer Quiz KS3 (activity sheet) Access to up-to-date computer hardware, with up-to-date browser, and good broadband/ WiFi connection. (This exercise can be undertaken individually or in groups) *Card game and physical map version for settings without digital access (pick a card and find the places on a map, undertaken as a class) – from end May 2021*
Vocabulary to be Introduced	Satellite map, artefacts, location, place, chronology, prehistory, history, Stone Age (Palaeolithic), Stone Age (Mesolithic), Stone Age (Neolithic), Bronze Age, Iron Age, Romans, Anglo-Saxons, topography, sherd, strap end, metalworker, bronze, cremation, potter, boss, iron, warrior, arrowhead, greyware, Samian, skillet, tribrach, knapper, craftsperson, gilt, keepsake, hypocaust, mosaic, tesserae, plough share, spearhead, fibula, handaxe
Learning Objectives / Outcomes	
ALL students	• Be able to describe the periods of prehistory and history on the Isle of Wight and the main stages of Anglo-Saxon settlement

	• Experience working with digital maps and GIS software
MOST students	• Be able to describe the main features we can see today that helps us know the Anglo-Saxons were here: artefacts discovered by archaeology and place-names
SOME students	• Explain the links between these arrivals and what was happening in Britain and the world at the time
Differentiation / Extension Activities	Have a go at developing their own short quiz using the map for other students to use Research and propose other items to add to the map, and prepare content for 'pop-up windows'
Provision for Students with Additional Needs:	This lesson plan has been designed to provide active learning that combines both individual and collaborative engagement. Students can work at individual pace and take an active role in small group/ class-based work. Use of technology supports adjustments for visual and hearing impaired. Duration of digital engagement time is focused.
Assessment Strategies	Individual completion of activity quiz sheet Drawing upon your research and observations about the object and from its place on the map, write an exhibition label describing a person (can be imaginary) related to the object you have chosen (200 words)

Learner Activities / Questions & Class Organisation

Starter 15 mins	Review the Before 1066 Chronology Play the introductory film to the Digital Explorer and Quiz
Activities 35 mins	Use the Digital Explorer and complete the Quiz Choose one of the Anglo-Saxon artefacts or places you have discovered on the map and research online to discover more about it
Plenary 10 mins	• Talk about the questions or lines of enquiry students have asked when researching more about their artefact or place • How might they use the information they have found to describe a person (can be imaginary) related to the object chosen • Do you think these people living in Anglo-Saxon times knew what was going on beyond the Isle of Wight? What reasons might you give for your answer? (Reflect on the objects in the quiz and what they might tell us to help answer this question)